

AN ANALYSIS OF TEACHERS' OPINIONS CONCERNING DISCIPLINE IN
FOUR JUNIOR HIGH SCHOOLS OF JACKSONVILLE, FLORIDA

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DEDICATION

For their unwavering patience from the inception to the completion of this research, I dedicate this thesis to

Mrs. Margaret Yates Hall, my mother,

Sallie Hall Kennedy, my sister,

Jessie Quinton Hall, my brother,

and

Debbie, my wonderful niece.

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CHAPTER I

INTRODUCTION

Rationale

In our society and in our schools the individual citizen is granted certain inalienable rights, among them life, liberty, and the pursuit of happiness. These three rights have been translated into constitutional freedoms that allow to each individual citizen the freedom to speak as he pleases and the freedom of self-improvement and self-direction. Possibly, some minority group members interpret freedom to mean that they can do as they please and that no one should call them to task for their actions. Possibly, minority group members interpret freedom in this way, because, paradoxically, freedom has often meant license for the majority and repression for the minority. In a democratic society, freedom of the individual must be considered along with his relationship with other members of society; therefore, a person's freedom must be defined not only in terms of the individual person but also in terms of the social structure in which the individual must live. It is true that the ultimate choice rests with the individual, but the individual must be accountable for his action.

In a democratic society, freedom is invariably linked with responsibility. A person has freedom to act and choose, but he must accept the responsibility and the consequences of his actions. A

student has the freedom to speak out in class or to disrupt class but he also has responsibilities in being a student. These responsibilities extend from his parents, to his fellow classmates and his teacher and ultimately, to his community and state that made his education possible. The student who said, "It's a free country, ain't it?"¹ is recognizing his freedom without accepting the responsibilities that are part of that freedom. Freedom must be interwoven with responsibility. It is this combination that aids in the creation of a self-disciplined person. Ovard lists four definitions of discipline that apply to the student. They are as follows:

1. The process or result of directing or subordinating immediate wishes, impulses, desires or interests for the sake of an ideal or for the purpose of gaining more effective, dependable action.
2. Persistent, active, and self-directed pursuit of some selected course of action, even in the face of obstacles or distractions.
3. Direct authoritative control of pupil behavior through punishments and/or rewards.
4. Negatively, a restraint of impulses, frequently distasteful or harmful means. A student who is self-disciplined recognizes his freedom and responsibility and is in effect defining his freedom in a self-directed pursuit of some course of action in the face of obstacles or distractions. In this process he must subordinate immediate wishes, impulses, and desires for the sake of the goal or purpose for which he is striving.²

Evolution of the Problem

The writer, a Junior High School teacher of thirteen years, has

¹Glen F. Ovard, Administration of the Changing Secondary School (New York: The Macmillan Company, 1966), pp. 331-332.

²Ibid.

on many occasions observed the loss of teacher effort, the squandering of vital information, guidance and enlightenment due to the problem of discipline, either administratively or teacher or student caused. The painful result was the loss of education to the student, and because of this loss, this study was made.

Contribution to Educational Knowledge

It is hoped that the findings of this study may serve to improve the inadequacies in operative discipline in the following ways:

1. Assist teachers to understand the cause of disorder in their classrooms and begin to take the appropriate corrective measures.
2. Reveal to guidance and administrative personnel the area of discipline in which their professional assistance is needed most.
3. Give teachers a sampling of their colleagues' opinions on discipline.
4. Improve parent-teacher techniques of dealing with the disciplinary problems of children.
5. Help the child adjust to his environment.

Statement of the Problem

The problem involved in the study was to ascertain the nature and facets of discipline as reflected in the opinions of 160 teachers in four junior high schools in Jacksonville, Florida.

Purpose of the Study

The general purpose of the study was to analyze the opinions pertaining to discipline of a select group of 160 teachers in four junior high schools of Jacksonville, Florida. Specifically, the aim was an endeavor to accomplish the following objectives:

1. To ascertain the degree to which teachers extend themselves in order to assist students in fulfilling their psychological needs.
2. To determine the proportion of teachers who adhere to authoritative methods of discipline and those who utilize democratic methods of discipline.
3. To categorize the kinds of anti-social behavior observed by classroom teachers.
4. To determine the types of disciplinary problems of a physical nature observed by teachers.
5. To ascertain the extent to which teachers feel comfortable physical facilities influence discipline.
6. To determine the extent to which administrators assist teachers in maintaining and improving discipline.
7. To assess teachers' feelings regarding the use of corporal punishment in the schools.
8. To determine the role teachers feel parents should play in assisting them with behavioral problems.
9. To determine the extent of student participation in assisting administrators and teachers in maintaining school approved discipline.
10. To ascertain which methods and techniques the teachers consider the most effective in solving disciplinary problems.
11. To arrive at warranted conclusions, implications and recommendations concerning this research.

Limitations of the Study

The following are the limitations of this problem:

1. The data were derived from the subjective opinions of the teachers who may or may not have been conditioned by biases.
2. The extent to which the subjects could not clearly define their own reactions in a positive and/or objective manner.

Locale and Period of the Study

This study was conducted in Jacksonville, Florida during the 1968-1969 school year. The indirect locale of the study was four junior high schools. The schools were two predominantly white (Fort Caroline Junior High School and Ribault Junior High School) and two predominantly Negro (Northwestern Junior High School and Darnell-Cookman Junior High School). Theoretically, the schools were racially integrated but in fact there was only token integration on the faculty level and little or no integration on the student level.

The students, the referents for the teachers' responses, were predominantly the children of parents of the lower economic bracket, living in modest rented homes, housing projects or apartments. Only a small percentage of these children's parents were buying or own their homes. The jobs and occupations of the parents were diversified due to the metropolitan area in which they lived.

Method of Research

The Descriptive Survey Method of research, utilizing the specific technique of the questionnaire, was used to gather the data.

Instrument

The instrument used in this study was an opinionnaire consisting of ninety-two items in ten categories. The items were questions germane to the everyday classroom management situations as encountered by teachers, as evidenced by the writer through personal experience in the classroom, and as indicated in the literature. This instrument constitutes Appendix D, pages 74-80 of the completed thesis.

Research Procedure

The procedural steps employed in conducting this research were:

1. Permission to conduct this research was obtained from the appropriate persons and/or agencies
2. Construction and validation of the opinionnaire were achieved
3. Distribution and collection of the opinionnaire were accomplished
4. Related literature pertinent to this study was reviewed
5. Findings, conclusions, implications and recommendations derived from the analysis and interpretation of data have been presented in the finished thesis copy.

Survey of Related Literature

The survey of related literature is listed under the following titles:

1. Assisting Psychological Needs of Students.
2. Authoritative and Democratic Techniques of Discipline.
3. Physical Facilities - the Impact on Discipline.
4. The Administrator's Role in Discipline.
5. Corporal Punishment in Today's Schools.
6. Parents and their Role in Behavioral Problems at School.
7. The Student's Role in Discipline.
8. Good Discipline: Is It Possible?
9. Control or Chaos in the Classroom.

The literature reviewed in this section of the research is the record of experimentation, testing, and observation of noted educators. The literature was selected because it was found to be pertinent to the purposes listed.

Assisting psychological needs of students.---The most significant psychological needs of the expression and experiences of students appear to be:

- A. the receiving of appreciation or affection (experiences of being beloved).
- B. the sharing in cooperative endeavor (opportunity of making a contribution or participating).

Students' psychological needs are further listed as, approval, admiration, appreciation, participation, responsibility, trustworthiness, a sense of adequacy, experience of success, awareness of growth, a philosophy of life, an awareness of religious experience, all contributing to the student's sense of security.

What student adolescents express by their behavior is much less a matter of blind inherited impulses than adults have been tempted to suppose.

"Attend to me. I am grown up".

"Give it to me. I am one of you".

"Let me try it. I know about it too".

"Let me do it. I also can do that".

Similar expressions are infinite in their variety, as well as challenging in their promise and appealing in the tenderness of their youth.

Three statements about student adolescent merit special attention:

They are more like adults than adults have sometimes been led to suppose.

Their growth is more gradual and continuous than has in certain quarters been suggested.

Their experiences as they grow are more related to their personal circumstances than is often believed.

Fleming states:

They are, for example, very like their parents and teachers; and they can be understood in the light of a firm retention of that fact. They are human beings - not creatures from another planet - and like all other human beings they have certain primary needs. They require to be beloved, appreciated, admired, and accepted by their most intimate group of friends, acquaintances or fellow-workers. They need to be allowed to make a contribution to the welfare of their group. They require to know that contribution is to some extent a successful one and they need some insight into the purposes for which it is made. They mature in a healthy fashion in so far as these needs are satisfied, just as their parents and teachers do. Through receiving acceptance they become acceptable. Through being given responsibility they become responsible. Through acquiring skills and attaining insight they become useful; and through being useful they develop loyalty.

In the school room the students all become a regimental peer group and for many hours of the day are only a portion of the attentiveness of a teacher who values them for their accomplishments rather than for themselves. The expectations entertained of children varies in different homes and different schools, but in most parts of the world it is now taken for granted that they will quickly acquire the elements of reading, counting and writing. Early and efficient conquest of these skills is known to lay the cornerstone of mental health. In those countries where there are expert teachers the beginning of these disciplines is achieved through a variety of methods soon after attendance at school begins.

It is reasonable to conclude that if teachers are to assist their students psychologically they must to some extent acquaint themselves with a recognition of the range of individual differences at every age, that students are products of their inheritance and their surrounding, that they are human beings and like human beings they require to be

loved, appreciated, admired, and need to be allowed to make a successful contribution to every facet of the business of learning and growing.¹

Harold W. Bernard feels that student teachers can become more effective in assisting students in their psychological needs by seeing to it that the change from joy in the process of activity to interest in the product of activity is made very systematically.

As pupils grow older more distant goals become more important. The teachers should understand that before this objective can be accomplished it is important that immediate goals be identified and stressed. The example is given that to the young pupils "this afternoon" and "tomorrow" are more important than "next week" and "the end of the term." The need for the immediate is evidenced in the pupils' short attention span and their lack of an accurate perception of time. The teachers should be on the alert for fatigue, restlessness and wandering attention. When these become known to the teacher the activity should be changed as soon as possible.

Students need consistent routines. If the routine is consistent, they will have feelings of security and comfort. Teachers should adhere to an over-all guiding sequence of activities and methods even with accompanying variety and contrast.

Bernard also feels that "child behavior reflects parental handling" this is one evidence that the child brings his family to school.

¹C. M. Fleming, Teaching a Psychological Analysis (London: Mehuen and Company, 1968), pp. 95-113.

His self-confidence, his willingness to converse with others, his interest in school tasks all more or less directly reflect the way he has been treated at home. Many of his attitudes toward work, toward discipline, toward honesty, and toward cooperation have their genesis in what he has heard and experienced in his group. Parents should be told if their son or daughter cannot compete with the other members of his or her class. The possibility of encountering parental objection should not warrant not informing the parent of the problem and thereby reducing the child's chances to develop to his optimum potential.

Pupil-teacher relationship as a psychological factor in learning.--Teacher-pupil relationships are important factors in educational psychology. The following points illustrate that healthful relationships will foster the pupil's emotional, social, and intellectual growth:

1. Acceptance: accepting a child means a functional recognition of his mental, emotional, social and physical limitations. It means that the teacher has faith in himself and the pupil and patience with the slow process of learning.
2. Security: a feeling of being liked and accepted is partly responsible for the child's sense of security. But feelings of security are also dependent upon the child's knowing what he can do and accomplish. Therefore, it is incumbent upon the teacher to see that tasks are scaled to the level of the child's ability. Distribution of duties in the classroom will make children feel that they are contributors.
3. Yielding to disciplines: Balance should be struck between authoritarianism and lack of direction. The child's tendency to shyness should not be met with firm determination to make him participate and be congenial. The child's belief that it is all right to help another should not be branded as unequivocal cheating. The child's desire to play should not be viewed as laziness or recalcitrance.

4. Democratic procedure: Democracy implies mutual respect, cooperative planning, and shared responsibility and power. The voice of the pupils should be considered in formulating aims and in planning activities.
5. Friendliness: There are two things that can be done to improve one's liking for pupils. One is to become so familiar with the characteristics of children that the teacher knows what can be expected of them. The second thing is to become acquainted with each child as an individual, with his abilities, his interests, his neighborhood, his home background, and his record of past performance. Teachers can show friendliness by being consistently courteous, taking time to listen to him, and avoiding situations which might lead to fear.
6. The teacher's view of deviant behavior: The teacher must always remember that all behavior is caused. It is especially important to consider causative forces in evaluating deviant behavior. The child is misbehaving, but not because of a desire to create a disturbance or because he is innately "ornery." His behavior is a non-verbal way of saying that something is bothering him. Unless something is done to remove or mitigate the fundamental cause, correction of the symptom is at least temporary. Permanent improvement in his behavior and attitude will result only from improving his self-confidence and helping him become aware that he has something to contribute.
7. Pupil participation in planning: There are several good reasons for encouraging pupil participation in planning. Pupil planning makes behavior more purposeful. It capitalizes upon the need for personal involvement in learning and the learning process. It gives the child a chance to satisfy his need for independence and his curiosity. It provides him with valuable experience in social intercourse. Moreover, it tends to prevent unrealistic, meaningless programs, since children will suggest problems and propose solutions that are related to their current interests and experiences.¹

Authoritative and democratic techniques of discipline.--The kind of teacher commonly known as "strict disciplinarian" may or may not

¹Harold W. Bernard, Psychology of Learning and Teaching (New York: McGraw-Hill Book Company, Inc., 1954), pp. 242-254.

maintain a semblance of good discipline when in control of a class. Children can be trained just as wild animals to obey under the threat of punishment. In this situation, students are nervous and tense. They are afraid to move about and to talk freely with one another. This type of classroom management is not conducive to learning attitudes and especially to levels of appreciation and reasoning. This type of teacher cannot develop confidential relationships with the students and does not develop real self-restraint in students. When the teacher is out of sight they will exert their bad dispositions and stored up resentment of the teacher.

The procedures of a strict disciplinarian are more often broken to indicate their disrespect for the teacher. Arbitrary rules and regulations are a challenge to the student to break them. It is the old spirit of the Boston Tea Party. If rules are not to be resented they should be as few in number as possible and the necessity of them be made by the group of students in a democratic manner, under the teacher's guidance and with reasonable punishments for infractions of the rules. There will be few offenders in a class where they have participated in their formation and the class is in accord with them.

In some instances it may become necessary to punish a pupil whose bad conduct is the result of ill-will towards the teacher or other pupils. It would be better to find the cause of such behavior and remove it. In administering such punishment the teacher must not feel ill-will in return and should avoid the strong emotion of anger and arousing the antagonistic emotions of the student being punished or in other students' presence.

Some of the pitfalls that a teacher should avoid are:

1. **Pessimistic attitude:** a pessimistic fault-finding teacher closes the damper on the natural enthusiasm of students that is needed to motivate study and other learning activities. He complains about the results of every pupil endeavor and nothing the student does satisfies him.
2. **Unwholesome humor:** some teachers have a sense of humor if they are participants in the circumstances that are humorous, or if they produce the humor, and will then laugh with the class but are intolerant of class enjoyment of a humorous situation in which they are not participants. Harmless humorous situations, even at the child level of enjoyment may be useful in relieving tired or tense nerves of children.
3. **Bad manners:** as a rule, children should be treated with the same courteous consideration as adults. Rudeness, harshness, ridicule, or sarcasm have no more place in the classroom than in any other public gathering. Good manners, practiced by adults induce good manners in children. Good manners in the classroom help to eliminate hostile feelings and will, thus, improve teacher-pupil relations.
4. **Partiality:** in maintaining good relations with pupils, it is necessary that the teacher be fair, just and impartial in his relations with them. Unjustified partiality of teachers toward, or mind set against, particular pupils will be particularly harmful to good teacher relations and should be condemned wherever practiced.
5. **Inconsistency and unreliability:** in simple matters children can seldom be fooled concerning sincerity or its absence. A pretending or hypocritical teacher will soon lose their respect. They notice little matters more closely than do most adults and generally readily recognize any insincerity or inconsistency. To children a decision is right or wrong. Though they may try to influence the teacher to change the decision, they have great respect for the teacher who maintains a stand once taken, if they are not convinced that the stand is wrong.¹

Some teacher qualities that help in maintaining good public

¹Charles E. Reeves, Parents and the Schools (Washington, D. C.: Public Affairs Press, 1963), pp. 64-74.

relations are the following:

1. **Personality and character:** a teacher who maintains good relations with pupils is usually composed and well composed physically and mentally. Even under trying conditions he is usually calm and collected and not easily upset or worried. He exercises good judgment in determining his actions and acts justly, definitely, and positively, but with understanding and sympathy where deserved. He is friendly, tactful and shows a profound respect for the personalities of pupils and other teachers.
2. **Confidential relations of teacher and pupil:** a teacher needs to know a great deal about a child and his problems for he should be a counselor as well as a teacher. Scolding, moralizing or laughing at a child, when he is giving his confidences seriously may be enough to cause him to keep his future thoughts to himself.
3. **Participation in community activities and teacher-pupil relations:** participation by the teacher in social work in the community will assist in the maintenance of good relations with pupils. Such work can be performed in Christian associations, boy and girl scouts, 4-H clubs, boys' and girls' local clubs, playground activities in summer, young people's religious work, and the like. Outside contact of the teacher with pupils is appreciated by the pupils and parents and favorable comments by parents increase the esteem of pupils for the teacher.
4. **Parents' knowledge of their child's relations with his teacher:** it is sometimes difficult for parents to discover how well their child gets along with his teacher or teachers. If a child is having difficulty in adjusting himself to the requirements of the school or the personality of the teacher, he may say very little about it to his parents. If a child does not want to talk about his school, the parent may suspect that relations are not very good. If a child is happy and praises his teacher or even talks enthusiastically about what the class is doing the parent may be confident that his relations with his teacher are good. These aforementioned are observations and interjections to be considered. They can and should be implemented by the teacher to create a democratic climate within and without the classroom or where there are students to learn and grow.¹

Physical facilities-the impact on discipline.--Does it seem

¹Ibid.

far-fetched to point to building and equipment inadequacies as possible sources of discipline trouble?

American business and industry know the value of environmental factors in increasing efficiency and productivity among workers. Millions of dollars have been spent on research in lighting, color schemes, and design of furniture in order to provide the best working conditions. The same psychological and physical factors apply to students who are people too and to schools which are places where work is done.

Let us examine some of the environmental conditions which may contribute to pupil discomfort, restlessness and, in some cases, to avert misbehavior. We must be aware of them if we are to improve them.

Overcrowding: We have time and time again heard about the fact that American schools are overcrowded. Overcrowding creeps up slowly on a secondary school and the problem manifests itself in crowded corridors during passing time, inadequate lunch room space, libraries and laboratories. An overcrowded school is limited sharply by the number of recitation spaces. Any plan to cut class sizes in certain subjects and activities always come up against a stone wall - no place to put them. In all instances to maintain quality education is hindered by an inadequate plant. Unless something is done the entire program begins to fall apart and with it goes good discipline.

Heat: along with overcrowding another important factor is heat. Too much heat or not enough can make a school day an intolerable experience. In the warm climates hot weather can become a real problem. Industry and business have accepted air conditioning as a necessity, but it is still viewed as a luxury in our school system. The teacher

should make an attempt to see to it that the room is comfortable with a recommended temperature of about 72 degrees.

Light: since many of us were exposed to the light in schools it is reasonable to suspect that the poor visual environment of our classrooms may have some connection with our eye abnormalities. Engineers differ on their recommendations for ideal lighting, but these conditions are usually found in our schools: (1) not enough artificial light is available for reading or other fine work on dark days, and (2) sharp contrasts exist between the few large lights usually in use and the darker surroundings of the classrooms.

Conditions are usually better in new schools and the older ones that have been renovated. The teacher must make use of what he has available. Moveable furniture can be arranged to take advantage of the artificial and natural light that is present. Shades, drapes and blinds can be utilized to improve the condition. Requests to the administration to have dirty windows washed often is a great help. Too much is at stake to just ignore the improvement of better lighting.

Ventilation: a stuffy classroom can stifle the best effects of the teacher. Fresh air is necessary to a good lesson. The teacher has one source of fresh air, he can open the windows. Fresh air can eliminate much dullness, sleepiness and restlessness among students.

Sound: one of the latest innovations in school construction is the science of acoustical facilities. The teacher is astounded by the ease of communication; he is not as tired at the end of a school day; his students share his well-being and another source of discipline problems is eliminated.

Furniture: Secondary students even in the same class vary tremendously in size. It is not logical to expect them to be seated in identical desks. Adjustments should be made to insure the comfort of each student. If small arm chairs are used, there should be on hand at least one or two left-handed models. Small-table units should be avoided, since they cause abnormal twisting of the spine which can become very discomforting to the student.

Site problems: Today much consideration has been given to the selection of schools. The trend now is to seek areas where distractions such as candy stores with pin-ball machines, juke boxes, pizza parlors, and hot-dog stands are not near by. The opening and closing of downtown high schools is accompanied by traffic congestion and varying degrees of hazards for students and faculty in crossing streets. The administration is responsible for reasonable precautions and safety indoctrination of students. At least one teacher should be responsible for conditions around the building before and after school. The administrator should periodically check student hang-outs and appeal to the owners not to permit crowds of students to congregate during school hours.

Safety in the school: safety and good discipline go hand in hand. A good many accidents can be traced to horse play and boisterous behavior.

Students who are not used to restraint in large groups cannot be expected to cooperate in emergency drills or in an actual emergency. Fire and civil defense drills cannot be viewed as just routine nuisances. Regular drills should be made. Occasionally obstructions should

be introduced so that students can learn to use alternate routes of exit in case of a real emergency. Students should be instructed not to talk, to remain calm, and to move swiftly. Worn stairs and equipment in passage ways should be removed. The student's awareness that he is safe and secure will again improve discipline in the school.¹

The administrator's role in discipline.--The principal is the responsible administrative head of the school and provides professional leadership for members of the staff and, in matters pertaining to education, for members of the community. He sets the tone for the school and establishes, with members of the staff, an atmosphere which is well-ordered, friendly, and conducive to good teaching and learning and to easy staff communication. In assuming initiative to accomplish these ends, the principal should:

1. Provide orientation and special assistance for new teachers; provide for all teachers regularly scheduled small group and full staff meetings and, as needed, individual conferences to improve instruction and to resolve problems which may arise.
2. Work with the staff to formulate school regulations, relating them to system-wide policies; support the staff in their enforcement of these regulations.
3. Provide a means for continuous evaluation of school policies and procedures by the school staff.
4. Strive to maintain a desirable environment in all areas of the school and to encourage good conduct among pupils on their way to and from school.
5. Develop a program to teach pupils respect for personal and public property, both in and out of school.

¹Knute G. Larson and Melvin R. Karpas, Effective Secondary School Discipline (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), pp. 116-126.

6. Maintain a record of all pupils referred for discipline, of conferences held, and of recommendations made.
7. Confer with and endeavor to assist parents of children who have serious behavior problems.
8. Confer with and use the assistance of the professional staff in the school and in the school system as well as appropriate public and private agency staffs in cases of serious behavior and health problems.
9. Remove from the classroom or school those pupils who jeopardize their own safety or the safety of others or who seriously interfere with the school program.
10. Secure emergency police service as necessary.
11. Inform the district superintendent immediately of action taken with respect to serious disciplinary problems.
12. Be conscious of professional ethics in relationships with members of the staff.¹

Corporal punishment in today's schools.--There is a great deal of current controversy over corporal punishment and there seems to be a growing trend throughout the country to return to its use in our school systems as a partial answer to the problems of delinquency.

The basic idea of Horace Mann was to replace authoritarianism and corporal punishment by strengthening and improving the ability and quality of the teacher. Much has been written for and against corporal punishment.

The question of corporal punishment is an administrative one. Before the decision is made many facts should be considered. No decision should be made without considerable knowledge of the student as well as the infraction.

¹Florence H. Lee, Principles and Practices of Teaching in Secondary Schools (New York: David McKay Company, Inc., 1965), pp. 494-495.

The use of corporal punishment in secondary schools is questionable. The question of corporal punishment should by law be settled only on the local level and then by school board action. State laws prohibiting corporal punishment are largely anachronistic. They can be used by scheming students and they are an insult to the noble profession of teaching. They imply a lack of confidence in teachers.

Many studies indicate that the majority of superintendents favor some form of corporal punishment. Professional educators reached by questionnaires are in favor of corporal punishment carried out by an administrator. The use of some type of suspension in especially the secondary schools is clearly indicated.¹

Karl S. Bernhardt in his book Discipline and Child Guidance states one of the most common forms of punishment is corporal punishment. There are still many people who believe that this technique is still indispensable. The administering of pain seems to appeal to some people as a sure way to bring about learning. Punishment has a long and sordid history in dealing with undesirable behavior in both adults and children. When corporal punishment is viewed in a narrow way and considering the immediate results, it seems to have had considerable success. But looked at from a wider perspective, that of personality and character development, one can doubt if punishment is ever justified with children.

To inflict pain on a child is never justifiable on any ground. It is a method easy accessible and requiring little or no intelligence to use. It does work because it does keep the child in order. It is

¹Larson and Karpas, op. cit., pp. 146-149.

only when we think of the fears, timidity, resentment, and antagonisms it can produce that we are ready to consider other methods and possibilities of helping the child learn how to behave.¹

Parents and their role in behavior problems at school.--Brown and Phelps state: a teacher's problem with parents is in developing a shared-relationship attitude. The criticism most frequently heard from teachers is that the home is turning more and more of the child's upbringing over to the school. The school rather unwillingly is accepting this responsibility. Excessive urbanization is the cause and many mothers are employed during the time when they could jointly undertake the responsibility of assisting young people with their developmental problems. There is no out-of-school situation which compares remotely in terms of satisfactory employment of leisure time. The school is actually in loco parentis in this instance.

To gain the greatest understanding with parents, four practices are common:

1. A conference or conferences with the parents.
2. Parent-Teacher Meetings for small groups at the same time.
3. Parents' visits to the school for observation of their child at work.
4. Teachers' informal visits to the homes for observation of the child in his home.

Reports to parents.--Since teaching and guidance are inseparable in practice, a teacher works with parents with two purposes in mind:

¹Karl S. Barnhardt, Discipline and Child Guidance (New York: McGraw-Hill Book Company, 1964), p. 52.

the improvement of the scholastic work and the formation of patterns of conduct which will make the child fit well into his group. Poor scholastic work and bad behavior patterns are frequently found in the same child.

If parents are worried they should let it be known to the teacher and the teacher should inform the parent of any difficulty. The conference should be about the parent's child and not about children in general.

Parents are negligent in their visits and correspondence with the school where their children spend so much of their lives. Both the parents and the school must bear the blame. Parents generally feel they are not needed or wanted. The school on the other hand feels the parents are uninterested. The school must bear the blame in not specifically inviting parents to visit their children at school and not doing it enough to get results.¹

The student's role in discipline.--In their book Secondary Education for American Democracy, Gilchrist, Dutton and Wrinkle support the position that the amount of student participation in school management has much to do with school morale, success of school activities, and good citizenship in general. The every day problems of schools should be dealt with realistically by students and faculty jointly. Much emphasis should be placed upon student activities which they like and which are helpful in character building. If students are to develop

¹E. J. Brown and A. T. Phelps, Managing the Classroom (New York: The Ronald Press Company, 1961), pp. 150-152.

within the bounds of self-discipline, opportunities must be provided for growth in all phases of school work not just classroom procedures.

Some of the ways students can help with schoolwide problems and assist in maintaining good behavior are listed:

1. Build and maintain good school spirit. When students respect their school they will keep it clean, stand up for its teachers, spread good news about its accomplishments throughout the community.
2. Plan for suitable playground activities before and after school and the noon hour. Student officers or committees can arrange programs, maintain equipment and arrange for a variety of student leaders for the program.
3. Work to provide social functions appropriate for the various school groups and classes.
4. Help the teachers and administration of the school to use school facilities and equipment carefully and assume a major role in the handling of this equipment.
5. Introduce new teachers to the school and help them become acquainted with school traditions, organizations, and students.
6. Encourage the students to assume the responsibility for helping the substitute teachers carry out the main goals established for each class and help them to enjoy their work in the school.
7. Advance home-school cooperation through participation in P.T.A. parents' night, entertainments, and careful interpretation of school work to parents.
8. Stimulate appropriate dress for school and encourage the development of good behavior for all school functions.
9. Assume the responsibility for helping new students become acquainted with students and faculty so that their adjustment to the school will be a happy one.
10. Charter, supervise and direct the activities of many school organizations and clubs.¹

¹ R. S. Gilchrist and W. H. Dutton, Secondary Education for American Democracy (New York: Rinehart and Company, 1957), pp. 346-348.

These are some guidelines which point to the necessity of arranging suitable social situations so that the students can cultivate skills necessary for democratic living. Rapport with his fellow students is the best deterrent to unsocial conduct.

The powerful forces which produce the disciplined student cannot function unless teachers and administrators arrange meetings where students can work, play, plan and live democratically. The authoritarian teacher wants obedience. He wants the purposes of others diverted and subjected to his own purposes. This gives him a feeling of superiority and inflates his ego. But the student must have a better reason for discipline than the forcefully determined will of an authoritarian teacher.¹

Good discipline: is it possible?.--"When I went to school the teacher did not hesitate to let me have a good whack when I misbehaved and I never suffered from it," observed a parent displeased at the permissive attitude of a teacher toward an unruly group of students.

"I don't want anyone touching my child at school. I don't use physical force on him at home and I don't want anyone outside doing what I don't do myself," stated a distraught parent to a harassed principal over the telephone.

These are typical comments heard both in and out of schools. There is a continual dialogue being carried on between the adherents of physical force to maintain discipline and those who oppose its use. The arguments are both convincing but they do not solve the question.

The decline of physical forms of punishment was brought on by

¹ Ibid.

the teachers themselves. Many are guilty of all types of brutality. Even today there are a number of teachers who because of the background or emotional and mental state lose control and go beyond the limits of reasonable punishment of a child who has broken the rules.

In many instances the teacher plays "God." The teacher becomes suddenly the police, judge, jury and executioner. Whether the teacher has exercised prudent judgment is sometimes questioned by the school administration and the parents.

There is a growing problem of maintaining good order in the schools. Some seem to believe it mirrors the open conflict and hostility evident in our society. But whatever the reason there is confusion and doubt as to how to deal with the child who will not respond to the firm look of the disturbed teacher or the threat of administration action or even parental consultation.

There are in our schools large numbers of children who do not respond to traditional disciplinary procedures. These children are generally considered to be poor or deprived, or neglected - and that a large number of these children are in our schools is no doubt true. Yet, there are even an equal number coming from middle and upper class homes.

Discipline has become a problem in many places where it never was a problem before. Many claim it is the age of dissatisfaction and general unrest we live in. Others state it is a breakdown in parental authority and others claim the teachers are reluctant to use corporal punishment because of fear of student reprisal or parental legal action.

Some educators believe this is a transitory problem and that it

will disappear as the teaching staffs stabilize with less turnover and the student bodies become more permanent. Discipline is rarely a problem with a teacher who has taught five years. He has developed his unique ways and methods of coping with behavioral problems or he has left the profession.

Children tend to become just as conservative as their parents and teachers. When they have matured around the same staff of adults, they develop behavioral patterns that are generally conforming. There is generally great disciplinary problems in those schools where there is a large turnover of students and faculties.

Whatever the causes of discipline problems in the schools there are some established orderly procedures for combating such problems.

1. There ought to be an orientation program for all new students entering a school. It is cruel enough for a student to be moved at any time. He has adjustment problems in giving up his old associations and being forced to make new ones in what often appears to be hostile environment. The school should do everything possible to inform new students of the duties and rules they must abide by. Small children should be given detailed instructions concerning the physical layout of the school, toilets, exits, routes to the cafeteria, nurse's office, etc. The rules of conduct should be thoroughly reviewed with the new student. A responsible student should be appointed to the new student as guide for a few days to assist the child in making the adjustments to a new situation.
2. The new teacher does not have a backlog of experiences to call upon in behavioral problems. He has not had time on the job to become experienced in handling troublesome students. Regretable it is during this time that students are feeling the novice out, seeking to pounce on the new teacher's weaknesses. The teacher orientation program will help to soften the traumatic first days which can either be the making or breaking of many first-rate individuals.
3. There must be a strong central authority who has the

capacity to act as final arbiter in discipline cases. He must be a gifted diplomat who has the ability to solve rattled emotions and the ability to take the long-range view of individual situations. He must be strong-willed and understand the importance of running an orderly school. If the principal does not have the strong will determined make up as it pertains to discipline he should be wise enough to appoint this aspect of school administration to another individual or to a committee to handle it.

4. The lines of communication between the school and the home must be held open at all times. All too often a serious situation arises simply because there was not close rapport with the family of the misbehaving child. Discipline is first the responsibility of the home. It is a wise school administration who respect this division of responsibility. The time for the school to make unilateral disciplinary decisions is after the parents have been consulted and have failed to act, not before.
5. If there is a basic weakness in the American school, it is the almost total misunderstanding of the need for guidance facilities in the lower elementary grades. Many, if not most, of the disciplinary problems in the class stem from the fact that the child is frustrated in his desire to learn. When he does not learn some basic skill severe frustration is experienced, often for the first time in his life. The child expresses dissatisfaction with both the school and himself in rebellious acts. Unfortunately but significantly, there is a great lack of guidance people to recognize and identify the relationship between failure and discipline and even fewer remedial specialists to cope with the child's learning problems. What is needed are, first, adequate facilities and staff to observe problems early enough to nip them in the bud, and second, expertly trained curriculum specialists to help the child overcome his learning difficulty.
6. A final ingredient needed in developing an orderly school environment is a better understanding of just what the school means by good discipline. Discipline really means control, not only of the overt actions necessary to carry one through the day, but mental and emotional control as well. The child needs to be trained early at home to recognize the needs and values of responsible behavior. Reward and punishment need to be well balanced. Patterns of behavior need to be recognized for what they are, habits. Discipline is in truth a habit of living. The more one develops the habits of thinking and acting

in a disciplined way, the more he intuitively begins to act like a responsible human being, one who understands the need to conform to the demands of society.¹

It must be remembered, however, that complete conformity and obedience to the authority is not a desirable end in itself. Prudent resistance to authority is after all man's principle check on unjust demands being made upon him. The art of parenthood and teaching is learning how to temper discipline with freedom, good order with demands of questioning minds, justice with mercy and understanding.

Control or chaos in the classroom.--The ability to control a classroom is essential to every teacher who expects to rise above mediocrity in his profession. Admitting all the other qualities which a good classroom teacher must have, the fact remains that good classroom control is of primary importance. Without classroom control there is nothing but classroom chaos.

We are not concerned with the classroom teacher who has an occasional problem with a student, for this can happen to the best of teachers. We are concerned with those teachers whose problems are more widespread and whose classes are regularly and consistently disrupted by classroom misbehavior and whose classes even those students who do not ordinarily give trouble get into the act.

It would seem that many times when these type situations arise the teacher is inclined to blame the students, or parents, or the school administrators, or even the town itself. In most instances the teacher

¹Raymond Laurita, "Educational Leadership," Journal of the Association for Supervision and Curriculum Development, NEA, XXV, No. 1 (Washington, D. C., October, 1968), 28-30.

should blame only himself. When classroom disorder become the rule and not the exception it is time the teacher examine himself. He should realize he is floundering and take steps to do something about it. The first thing he should do is to admit he is not being successful. A teacher who is a trained professional will always be on the alert to his failures and successes.

He should be analyzing why his successes were successes and why his failures were failures. When he finds he has widespread behavior problems, admits to himself that he himself is at fault, he has taken the first big step toward a remedy.

Perhaps every teacher whose discipline is weak should be given the opportunity to observe classes of those teachers where discipline is strong - especially classes containing the same students who give the weak teacher trouble.

Weak disciplinarians and strong disciplinarians have been mentioned but it should be pointed out that these terms are paradoxical. In actual practice the strong disciplinarian makes use of practically none of the so-called disciplinary measures; he does not find it necessary. On the other hand, the weak disciplinarian finds himself using all the disciplinary measures he can think of and frequently wishing that there were more. In fact, a good disciplinarian might be defined as a teacher who uses few, if any, disciplinary measures effectively. The poor disciplinarian then might be defined as a teacher who uses many disciplinary measures ineffectively.¹

¹Arthur J. Prescott, "Control or Chaos in the Classroom," The Clearing House, XXXVIII, No. 4 (Teaneck, New Jersey: Fairleigh Dickinson University, December, 1963), 267.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Prefactory Statement

The instrument used in this research was an opinionnaire consisting of ninety-two items in ten categories. Of the 200 copies distributed, 160 were returned. No respondent was disqualified for failing to follow directions, prejudicial views, or tardiness.

The opinionnaire was designed to assess teachers' opinions with regard to specific items which tend to influence discipline of junior high school students. Provisions for respondents to express the degree of their feelings were provided by the following gradations: always, often, seldom and never. Teachers who did not wish to express themselves were included in the no opinion column.

In the analysis of the responses, each section of the opinionnaire was interpreted separately. A table indicating percentages has been provided at the end of each section.

The following captions characterize the data presented:

1. Filling Psychological Needs to Improve Discipline
2. The Authoritative Method of Discipline
3. The Democratic Method of Discipline
4. Anti-social Behavior
5. Physical Disciplinary Problems

6. Influence of Physical Facilities on Discipline
7. Administrators' Role in Discipline
8. Corporal Punishment
9. Parents and Their Role in the Discipline of the School
10. The Student's Role in Discipline

The instrument utilized in this research, along with letters to the Board of Education and the respondents are found in the Appendixes.

Filling psychological needs to improve discipline.--An effort was made to supply tabular data regarding ways in which teachers should help students to fulfill psychological needs to improve discipline. Teachers were requested to indicate the degree to which they should sacrifice a portion of their planning time to promote a feeling of security among their students.

Table 1 shows that of the 160 teachers responding, 29 or 18 per cent felt that they should always do so; 95 or 59 per cent indicated such should be done often; 26 or 16 per cent expressed the feeling that a portion of the planning time should seldom be sacrificed; 8 or 5 per cent felt that the time should never be sacrificed; and 2 teachers or 1 per cent did not express an opinion.

With regard to teachers' feelings for regular afternoon conferences for their students the following opinions were expressed: 17 or 11 per cent of the respondents always approved; more than half, 93 or 58 per cent believed that it should be done often; 31 or 19 per cent indicated that such conferences should be arranged seldom; 10 or 6 per cent thought it should never be done; and 9 teachers or 6 per cent expressed no opinion.

Should teachers make home visitations concerning disciplinary problems? Teachers responded to the question in the following manner: 27 teachers, or 17 per cent, expressed the opinion that home visitations should always be made; 52 or 33 per cent felt that they should be made often; 49 or 31 per cent felt that they should be made seldom; 32 or 20 per cent felt that such visits should never be made.

Should teachers inquire of parents as to the eccentricities of students? Thirty-eight or 22 per cent expressed always; the largest number, 58 or 36 per cent were in favor of this proposal by replying often; 36 or 23 per cent indicated seldom; 11 or seven per cent expressed never; 17 of the teachers, or 11 per cent expressed no opinion.

Item number five, should teachers apologize to students in case of a disciplinary error, was responded to by 124 or 78 per cent of the teachers as always; 14 or nine per cent often; 11 or seven per cent seldom; two or one per cent indicated a teacher should never apologize; and nine or six per cent did not participate.

In response to item six, should teachers assist students in seeking independence for themselves, 106 or 66 per cent felt always; 35 or 22 per cent indicated often; seldom was indicated by two or one per cent; three or two per cent expressed never and no opinion was the expression of 14 or nine per cent.

The majority of the teachers, 114 or 71 per cent felt that teachers should always listen to a student's problem; 37 or 23 per cent felt that they should do so often; two or one per cent indicated seldom; two or one per cent expressed never; and five or three per cent expressed no opinion.

In response to the question, should teachers commend students for good conduct and achievements, 121 or 76 per cent responded always; 35 or 22 per cent felt students should be commended often; seldom was expressed by two teachers or one per cent; two or one per cent felt students should never be commended for good conduct and achievement.

To the question, should teachers seek ways to promote initiative and creativity in students, 143 or 89 per cent expressed always; 16 or 10 per cent felt often; and only one respondent, or one per cent expressed no opinion.

The teachers indicated the following responses to the question, should teachers seek ways to enculturate the culturally deprived: 100 or 63 per cent felt teachers should always do such; 40 or 25 per cent expressed often; three respondents or two per cent expressed seldom; and 17 or 11 per cent gave no opinion.

In summary, it can be observed that teachers tend to agree that they have a responsibility in helping to fill psychological needs to improve discipline.

The authoritative method of discipline.--The opinions of the teachers toward the authoritative method of discipline are expressed in the statements to follow. Tabular data are contained in Table 2. To the question, should a teacher discipline a student by making him stand in a corner, two or one per cent indicated always; six or four per cent expressed often; 85 or 53 per cent indicated seldom; 53 or 33 per cent indicated never and 14 or nine per cent expressed no opinion.

The responses to item 2 -- when the culprit cannot be identified

TABLE 1

FILLING PSYCHOLOGICAL NEEDS TO IMPROVE DISCIPLINE:
TO WHAT EXTENT DO YOU FEEL THE TEACHER SHOULD EXTEND HIMSELF TO HELP FILL PSYCHOLOGICAL NEEDS
OF THE PUPIL?

Items	Responses										Totals	
	Always		Often		Seldom		Never		No Opinion			
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. Should teachers sacrifice a portion of their planning time to promote a feeling of security among their students?	29	18	95	59	26	16	8	5	2	1	160	100
2. Should teachers arrange for regular afternoon conferences for their students?	17	11	93	58	31	19	10	6	9	6	160	100
3. Should teachers make home visitations concerning discipline problems?	27	17	52	33	49	31	32	20			160	100
4. Should teachers inquire of parents as to eccentricities of students?	38	22	58	36	36	23	11	7	17	11	160	100
5. Should teachers apologize to students in case of a disciplinary error?	124	78	14	9	11	7	2	1	9	6	160	100
6. Should teachers assist students in seeking independence for themselves?	106	66	35	22	2	1	3	2	14	9	160	100
7. Should teachers listen to a student's problem?	114	71	37	23	2	1	2	1	5	3	160	100
8. Should teachers commend students for good conduct and achievements?	121	35	2	1	2	1	2	1			160	100
9. Should teachers seek ways to promote initiative and creativity in students?	143	89	16	10					1	1	160	100
10. Should teachers seek ways to enculturate the culturally deprived?	100	63	40	25	3	2			17	11	160	100

punish the class, two or one per cent expressed always; six or four per cent indicated often; 63 or 39 per cent felt seldom; the majority, 89 or 56 per cent polled never. To item number three, seven or four per cent expressed always; 47 or 29 per cent said often; 63 or 39 per cent favored seldom; 38 or 18 per cent indicated never and 15 or nine per cent expressed no opinion. To the use of sarcasm, two teachers or one per cent indicated always; five or three per cent expressed often; 60 or 38 per cent felt seldom; 93 or 58 per cent indicated never.

Should a teacher discipline the student by making him write a sentence numerous times? The following responses are indicative of the teachers' views to this question: 5 or 3 per cent expressed always; 9 or 6 per cent indicated often; 56 or 35 per cent felt seldom; the majority of the teachers, 84 or 53 per cent, indicated never; 6 or 4 per cent gave no opinion.

Should teachers discipline by name calling? Five or 3 per cent expressed always; 4 or 3 per cent indicated often; 23 or 14 per cent felt seldom; 118 or 74 per cent expressed never; and no opinion was indicated by 10 or 6 per cent of the respondents.

Responses to item number seven, should the student be sent immediately to the discipline officer in the school were as follows: 17 or 11 per cent indicated always; 32 or 20 per cent expressed often; 84 or 53 per cent felt seldom; 21 or 13 per cent indicated never; 6 or 4 per cent expressed no opinion.

In determining if teachers should spank the culprit, the responses indicate 9 or 6 per cent expressed always; 18 or 11 per cent felt often; 41 or 26 per cent felt seldom; the majority, 85 or 53 per cent, indicated never; no opinion was expressed by 7 or 4 per cent of the

TABLE 2

THE AUTHORITATIVE METHODS OF DISCIPLINE:
TO WHAT EXTENT DO YOU FEEL THAT THE AUTHORITATIVE METHOD OF DISCIPLINE SHOULD BE USED?

Items	Responses										Totals	
	Always		Often		Seldom		Never		No Opinion			
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. Discipline the culprit by making him stand in a corner	2	1	6	4	85	53	53	33	14	9	160	100
2. When the culprit cannot be identified punish the class	2	1	6	4	63	39	89	56			160	100
3. Discipline the student by detention	7	4	47	29	63	39	28	18	15	9	160	100
4. Use sarcasm	2	1	5	3	60	38	93	58			160	100
5. Discipline the student by making him write a sentence numerous times	5	3	9	6	56	35	84	53	6	4	160	100
6. Discipline by name calling	5	3	4	3	23	14	118	74	10	6	160	100
7. Immediately send the student to the discipline officer in the school	17	11	32	20	84	53	21	13	6	4	160	100
8. Spank the culprit	9	6	18	11	41	26	85	53	7	4	160	100
9. Expell the student from classroom	12	8	20	13	60	38	58	36	10	6	160	100
10. Pinch or pull the ear of culprit	4	3	2	1	15	9	128	80	11	7	160	100

teachers.

To the question regarding expelling the student from the classroom, 12 or 8 per cent expressed always; 20 or 13 per cent indicated often; 60 or 38 per cent felt seldom; 58 or 36 per cent expressed never; there was only a 2 per cent difference in the expression of the teachers on this vital question. No opinion was indicated by 10 or 6 per cent of the teachers.

The last question of Table 2 dealt with the question of whether a teacher should punish or pull the ear of a misbehaving student. The teachers responded in the following manner: 4 or 3 per cent expressed always; 2 or 1 per cent indicated often; 15 or 9 per cent felt seldom; the majority of the teachers, 128 or 80 per cent indicated never; and 11 or 7 per cent expressed no opinion.

The data revealed summarily that teachers felt that they should seldom if ever resort to authoritative methods of discipline as a means of exercising control.

The democratic method of discipline.--Following is a compilation of teachers' opinions pertaining to the extent of utilizing the democratic method of discipline in the classroom.

Table 3 reflects that almost half of the teachers questioned, 77 or 48 per cent, admitted that they often used rewards and merits for good conduct; 28 or 18 per cent indicated that they always used such incentives; the same number said they seldom did; 19 or 12 per cent never used rewards and 8 or 5 per cent did not respond.

The teachers' responses regarding consulting students as to the type of punishment to be administered was expressed by 10 or 6 per cent

saying always; 57 or 36 per cent indicated often; 54 or 34 per cent expressed seldom; 32 or 13 per cent felt never; and 7 or 4 per cent indicated no opinion. The opinions regarding creating punishment to fit the crime, showed 83 or 52 per cent expressing always; 40 or 25 per cent indicated often; 17 or 11 per cent expressed seldom; 12 or 8 per cent replied never; and 8 or 5 per cent expressed no opinion.

Teachers responded to the question regarding postponement of punishment in the following manner: 4 or 3 per cent believed that it should always be done; 15 or 9 per cent expressed often; 49 or 31 per cent responded seldom; 88 or 55 per cent indicated never; and 4 or 3 per cent expressed no opinion.

In terms of holding conferences with the culprit, 69 or 43 per cent expressed always; 77 or 48 per cent indicated often; 7 or 4 per cent felt seldom; no teacher expressed never; and 7 or 4 per cent gave no opinion. On allowing the class to decide the punishment of its members the teachers expressed themselves in the following manner: 2 or 1 per cent indicated always; 35 or 22 per cent felt often; 57 or 36 per cent expressed seldom; 60 or 38 per cent indicated never; 6 or 4 per cent had no opinion. The response to item 7, should the injustice done to the class be pointed out to the offender, 42 or 26 per cent of the teachers expressed always; 61 or 38 per cent felt often; 33 or 21 per cent felt seldom; 17 or 11 per cent indicated never and 7 or 4 per cent gave no opinion.

The teachers' responses to whether privileges of the students should be withdrawn were expressed by 14 or 9 per cent as always; 78 or 49 per cent indicated often; 48 or 30 per cent expressed seldom; 11 or 7 per cent felt never; 9 or 6 per cent expressed no opinion.

TABLE 3

THE DEMOCRATIC METHOD OF DISCIPLINE:
TO WHAT EXTENT DO YOU FEEL THAT THE DEMOCRATIC METHOD OF DISCIPLINE SHOULD BE USED?

Items	Responses											
	Always		Often		Seldom		Never		No Opinion		Totals	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. Use rewards and merits for good conduct	28	18	77	48	28	18	19	12	8	5	160	100
2. Consult students as to type of punishment to be administered	10	6	57	36	54	34	32	20	7	4	160	100
3. Create punishment to fit the crime	83	52	40	25	17	11	12	8	8	5	160	100
4. Punishment is postponed until later	4	3	15	9	49	31	88	55	4	3	160	100
5. Hold conference with the culprit	69	43	77	48	7	4			7	4	160	100
6. The class decides the punishment of its members	2	1	35	22	57	36	60	38	6	4	160	100
7. Point out the injustice done to the class by the offender	42	26	61	38	33	21	17	11	7	4	160	100
8. Privileges of the student are withdrawn	14	9	78	49	48	30	11	7	9	6	160	100
9. Present the students with opportunities for self discipline	66	41	69	43	19	12	3	2	3	2	160	100

Concerning teachers providing students opportunities for self-discipline, 66 or 41 per cent felt always; 69 or 43 per cent expressed often; 19 or 12 per cent indicated seldom; 3 or 2 per cent expressed never and 3 or 2 per cent indicated no opinion.

In summation, the findings indicate that most teachers were in agreement regarding the democratic method of discipline.

Anti-social behavior.--Table 4 sets forth findings regarding forms of anti-social behavior. The degree to which the teachers observed persistent conversation: 27 or 17 per cent always; 106 or 66 per cent indicated often; 17 or 11 per cent expressed seldom; 2 or 1 per cent indicated never; and 8 or 5 per cent indicated no opinion. Observing gum-chewing: 38 or 24 per cent always; 97 or 61 per cent indicated often; 15 or 9 per cent seldom; 2 or 1 per cent never and 8 or 5 per cent expressed no opinion. Cheating was observed by the teachers to the following extents: 10 or 6 per cent always; 54 or 34 per cent often; 93 or 58 per cent seldom; and 3 or 2 per cent indicated no opinion. Offensive language was observed to the following degrees: 30 or 19 per cent always; 47 or 29 per cent often; 72 or 45 per cent indicated seldom; 11 or 7 per cent expressed never. The teachers observed argumentativeness among students to these extents: 17 or 11 per cent always; 74 or 46 per cent often; 59 or 37 per cent seldom; 3 or 2 per cent never and 7 or 4 per cent indicated no opinion.

The degree the teachers observed yelling in the hallways was expressed by 34 teachers or 21 per cent indicating always; 90 or 56 per cent expressed often; 33 or 21 per cent indicated seldom; 1 or 1 per cent expressed never; and 2 or 1 per cent did not give an opinion.

TABLE 4

ANTI-SOCIAL BEHAVIOR:
TO WHAT DEGREE HAVE YOU OBSERVED THE FOLLOWING ANTI-SOCIAL BEHAVIOR?

Items	Responses											
	Always		Often		Seldom		Never		No Opinion		Totals	
	Num= ber	Per Cent	Num= ber	Per Cent	Num= ber	Per Cent	Num= ber	Per Cent	Num= ber	Per Cent	Num= ber	Per Cent
1. Persistent conversation	27	17	106	66	17	11	2	1	8	5	160	100
2. Gum chewing	38	24	97	61	15	9	2	1	8	5	160	100
3. Passing notes	10	6	63	39	74	46	8	5	5	3	160	100
4. Wise cracking	19	12	79	49	53	33	5	3	4	3	160	100
5. Cheating	10	6	54	34	93	58			3	2	160	100
6. Teasing	23	14	83	52	45	28	2	1	7	4	160	100
7. Cat calling	15	9	38	24	66	41	18	11	23	14	160	100
8. Impertinence	14	9	50	31	85	53	1	1	10	6	160	100
9. Offensive language	30	19	47	29	72	45	11	7			160	100
10. Argumentative	17	11	74	46	59	37	3	2	7	4	160	100
11. Impudence to teachers and administrators	13	8	62	39	76	48	2	1	7	4	160	100
12. Telling falsehoods	18	11	68	42	68	42	1	1	5	3	160	100
13. Yelling in hallways	34	21	90	56	33	21	1	1	2	1	160	100
14. <u>Males molesting female members of class</u>	8	5	33	21	75	47	37	23	7	4	160	100
15. Resent of control	16	10	62	39	75	47	3	2	4	3	160	100
16. Bullying	14	9	53	33	84	53	5	3	4	3	160	100
17. Fighting	13	8	54	34	78	49	1	1	14	9	160	100
18. Stealing	15	9	44	28	84	53	5	3	12	8	160	100
19. Extreme fads	9	6	60	38	72	45	5	3	14	9	160	100
20. Making faces	4	3	30	19	97	61	13	8	16	10	160	100

Resentment of control was expressed by 16 or 10 per cent of the teachers observing this form of disciplinary behavior; 62 or 39 per cent indicated often; 75 or 47 per cent expressed seldom; 3 or 2 per cent expressed never; and 4 or 3 per cent registered no opinion.

In Table 4 the teachers have indicated by their responses that the outstanding forms of anti-social behavior is persistent conversation. One hundred and six teachers reported observing this behavioral problem. Gum chewing was next followed by yelling in the hallways. Only the most important findings in Table 4 are reported in the textual data.

Physical disciplinary problems.--In Table 5 are listed ten physical disciplinary acts common to the actions of junior high school students. It is the purpose of this researcher to find out the extent to which the respondents have observed these acts.

The physical disciplinary act of throwing objects was observed to the following extents: 9 or 6 per cent of the teachers indicated they had observed this misbehavior always; 59 or 37 per cent expressed often; 78 or 49 per cent felt seldom; 1 or 1 per cent never; 13 or 8 per cent indicated no opinion. Striking classmates: 9 or 6 per cent always; 50 or 31 per cent often; 82 or 51 per cent seldom; 4 or 3 per cent never; 15 or 9 per cent indicated no opinion. Smoking: 9 or 6 per cent expressed always; 30 or 19 per cent indicated often; 73 or 46 per cent expressed seldom; 28 or 18 per cent indicated never; 20 or 13 per cent expressed no opinion. Abusing equipment: 14 or 9 per cent always; 85 or 53 per cent often; 53 or 33 per cent seldom; 1 or 1 per cent expressed never and 7 or 4 per cent indicated no opinion.

The loss of school equipment and materials was always evidenced by 12 or 8 per cent; 66 or 41 per cent indicated seldom; 3 or 2 per cent said never; and 14 or 9 per cent indicated no opinion. Carving and drawing on desk was noted by 17 or 11 per cent always; by 75 or 47 per cent often; and never by 6 or 4 per cent. Three teachers or 2 per cent expressed no opinion. In responding to writing on walls, 17 or 11 per cent expressed always; 56 or 35 per cent indicated often; 60 or 38 per cent expressed seldom; 12 or 8 per cent felt never; and 15 or 9 per cent gave no opinion. Breaking windows: 25 or 16 per cent indicated always; 32 or 20 per cent expressed often; 55 or 34 per cent replied seldom; 39 or 24 per cent indicated never; 9 or 6 per cent expressed no opinion. Dismantling chairs and desks: 14 or 9 per cent indicated always; 34 or 21 per cent expressed often; 68 or 42 per cent indicated seldom; 31 or 19 per cent expressed never; and 13 or 8 per cent gave no opinion. Leaning back in chairs: 30 or 19 per cent observed this problem always; 72 or 45 per cent expressed seldom; 3 or 2 per cent indicated never and 15 or 9 per cent gave no opinion.

In Table 5, abusing equipment was observed to the largest extent by the teachers. The next greatest behavioral problem was carving and drawing on desks.

Influence of physical facilities on discipline.--The teachers were requested to indicate to what degree they felt the physical facilities of a school influenced discipline. In response to item one, custodian cleanliness, 83 or 52 per cent indicated greatly; 38 or 24 per cent expressed moderate; 11 or 7 per cent replied little; 1 or 1 per cent expressed none and 27 or 17 per cent indicated no opinion. Adequate ventilation: 93 or 58 per cent expressed greatly; 30 or 19 per

TABLE 5

PHYSICAL DISCIPLINARY PROBLEMS:
TO WHAT EXTENT HAVE YOU OBSERVED, AMONG STUDENTS, THE FOLLOWING ACTS?

Items	Responses										Totals	
	Always		Often		Seldom		Never		No Opinion			
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. Throwing objects	9	6	59	37	78	49	1	1	13	8	160	100
2. Striking classmates	9	6	50	31	82	51	4	3	15	9	160	100
3. Smoking	9	6	30	19	73	46	28	18	20	13	160	100
4. Abusing equipment	14	9	85	53	53	33	1	1	7	4	160	100
5. Loss of school equipment and materials	12	8	66	41	65	41	3	2	14	9	160	100
6. Carving and drawing on desk	17	11	75	47	59	37	6	4	3	2	160	100
7. Writing on walls	17	11	56	35	60	38	12	8	15	9	160	100
8. Breaking windows	25	16	32	20	55	34	39	24	9	6	160	100
9. Dismantling chairs and desks	14	9	34	21	68	42	31	19	13	8	160	100
10. Leaning back in chairs	30	19	72	45	40	25	3	2	15	9	160	100

cent expressed to a moderate degree; 7 or 4 per cent indicated little; 1 or 1 per cent indicated none and 29 or 18 per cent gave no opinion. Adequate seating space was indicated greatly by 79 or 49 per cent; 42 or 26 per cent expressed moderate; 7 or 4 per cent indicated little; 2 or 1 per cent expressed none and 30 or 19 per cent expressed no opinion. The responses to adequate light control indicated 81 or 51 per cent greatly; 43 or 27 per cent expressed moderate; 6 or 4 per cent felt little; 1 or 1 per cent expressed none; 29 or 18 per cent expressed no opinion. The responses to adequate lighting provided were 81 or 51 per cent indicated greatly; 43 or 27 per cent expressed moderately; 6 or 4 per cent indicated little; 1 or 1 per cent expressed none; 29 or 18 per cent expressed no opinion. Comfortable seating for students and how it affected discipline was indicated as greatly by 92 or 58 per cent; 31 or 19 per cent expressed moderate; 7 or 4 per cent indicated little; 30 or 19 per cent expressed no opinion. To proper heating and cooling provided, 91 or 57 per cent expressed greatly; 35 or 22 per cent felt moderate; 3 or 2 per cent indicated little; 31 or 19 per cent expressed no opinion. To adequate recreational areas provided, 83 or 52 per cent expressed greatly; 24 or 15 per cent indicated moderate; 5 or 3 per cent expressed little; 2 or 1 per cent felt none; 46 or 29 per cent indicated no opinion. Adequate recreational equipment provided, 80 or 50 per cent expressed greatly; 44 or 28 per cent indicated moderate; 5 or 3 per cent expressed little; 2 or 1 per cent expressed no opinion. To whether the cafeteria is conducive for acceptable dining etiquette, 92 or 58 per cent expressed greatly; 31 or 19 per cent indicated moderate; 7 or 4 per cent expressed little; 2 or 1 per

TABLE 6

INFLUENCE OF PHYSICAL FACILITIES ON DISCIPLINE:
TO WHAT DEGREE DO YOU FEEL THAT THE PHYSICAL FACILITIES OF A SCHOOL INFLUENCE DISCIPLINE?

Items	Responses											
	Greatly		Moderate		Little		None		No Opinion		Totals	
	Num= ber	Per Cent	Num= ber	Per Cent	Num= ber	Per Cent	Num= ber	Per Cent	Num= ber	Per Cent	Num= ber	Per Cent
1. Custodian cleanliness	83	52	38	24	11	7	1	1	27	17	160	100
2. Adequate ventilation provided	93	58	30	19	7	4	1	1	29	18	160	100
3. Adequate seating space provided	79	49	42	26	7	4	2	1	30	19	160	100
4. Adequate light control provided	81	51	43	27	6	4	1	1	29	18	160	100
5. Adequate lighting provided	81	51	43	27	6	4	1	1	29	18	160	100
6. Comfortable seating for students	92	58	31	19	7	4			30	19	160	100
7. Proper heating and cooling provided	91	57	35	22	3	2			31	19	160	100
8. Adequate recreational areas provided	83	52	24	15	5	3	2	1	46	29	160	100
9. Adequate recreational equipment provided	80	50	44	28	5	3	2	1	29	18	160	100
10. Cafeteria conducive for acceptable dining etiquette	92	58	31	19	7	4	2	1	28	18	160	100

cent felt none; 28 or 18 per cent expressed no opinion.

In Table 6, the teachers expressed a high priority on such physical facilities as adequate ventilation followed by comfortable seating for students. The concern for proper heating and cooling was also indicated as very important to influencing the behavioral climate of a school.

The administrator's role in discipline.--The respondents were requested to express to what extent they felt administrators in their schools assisted in maintaining and improving discipline. The findings have been set forth in Table 7.

To item one, 11 or 7 per cent indicated always; 27 or 17 per cent expressed often; 84 or 53 per cent replied seldom; and 38 or 24 per cent indicated never. To the principal's prepared suggestions on discipline, 25 or 16 per cent expressed always; 57 or 36 per cent indicated often; 55 or 34 per cent indicated seldom; 16 or 10 per cent expressed never; and 7 or 4 per cent expressed no opinion. Concerning staff prepared suggestions on discipline, 15 or 9 per cent indicated always; 40 or 25 per cent expressed often; 69 or 43 per cent felt seldom; 28 or 18 per cent indicated never, and 8 or 5 per cent rendered no opinion. To whether specialists are brought in for in-service conferences on discipline, 9 or 6 per cent indicated always; 9 or 6 per cent expressed often; 52 or 33 per cent felt seldom; 81 or 51 per cent expressed no opinion. Regarding administrators providing visits to superior schools, 7 or 4 per cent indicated always; 5 or 3 per cent expressed often; 42 or 26 per cent replied seldom; 97 or 61 per cent indicated never; 9 or 6 per cent expressed no opinion. Concerning

TABLE 7

ADMINISTRATORS' ROLE IN DISCIPLINE:
TO WHAT EXTENT DO THE ADMINISTRATORS IN YOUR SCHOOL ASSIST THE TEACHERS IN MAINTAINING
AND IMPROVING DISCIPLINE?

Items	Responses										Totals	
	Always		Often		Seldom		Never		No Opinion			
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. Obtain books and materials for teachers on discipline	11	7	27	17	84	53	38	24			160	100
2. Principal prepared suggestions on discipline	25	16	57	36	55	34	16	10	7	4	160	100
3. Staff prepared suggestions on discipline	15	9	40	25	69	43	28	18	8	5	160	100
4. Specialists brought in for in-service conferences on discipline	9	6	9	6	52	33	81	51	9	6	160	100
5. Administrators provide for visits to superior schools	7	4	5	3	42	26	97	61	9	6	160	100
6. Teachers, counselors and administrators conferences involving problems of different students	24	15	56	35	61	38	13	8	6	4	160	100
7. Class periods are free from office interruptions	34	21	55	34	47	29	17	11	7	4	160	100

teachers, counselors and administrators conducting conferences involving problems of troubled pupils, 24 or 15 per cent indicated always; 56 or 35 per cent expressed often; 61 or 38 per cent indicated seldom; 13 or 8 per cent expressed never and 6 or 4 per cent indicated no opinion.

Regarding class periods free from office interruptions, 34 or 21 per cent expressed always; 55 or 34 per cent indicated often; 47 or 29 per cent expressed seldom; 17 or 11 per cent indicated never; and 7 or 4 per cent expressed no opinion.

In Table 7, the teachers indicated by their responses that the administrators in their schools seldom obtained books and materials for teachers on discipline or provided for visits to superior schools. There was also seldom staff prepared suggestions on discipline. The teachers also indicated that conferences involving problems of students were seldom held. These are deficiencies that need positive attention.

Corporal punishment.--Table 8 presents the findings concerning corporal punishment. The responses regarding favoring corporal punishment were as follows: 110 or 69 per cent indicated yes; 38 or 24 per cent expressed no and 12 or 7 per cent expressed no opinion. Item two, should the principal be the only person to administer corporal punishment?: 32 or 20 per cent indicated yes; 125 or 78 per cent expressed no and 3 or 2 per cent expressed no opinion. To the question: should the teacher be designated the one to administer corporal punishment?: 75 or 45 per cent indicated yes; 76 or 48 per cent expressed no; and 12 or 7 per cent expressed no opinion. Should the parent be notified that corporal punishment will be administered?" 113 or 71 per cent

TABLE 8

CORPORAL PUNISHMENT:
CORPORAL PUNISHMENT, ALTHOUGH FORBIDDEN BY STATE STATUTES, IS AGAIN BEING DISCUSSED AMONG EDUCATORS
AND LEGISLATORS. PLEASE GIVE YOUR RESPONSES TO THE ITEMS BELOW

Items	Responses							
	Yes		No		No Opinion		Totals	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. Do you favor corporal punishment?	110	69	38	24	12	7	160	100
2. Should the principal solely be the person to administer corporal punishment?	32	20	125	78	3	2	160	100
3. Should the teacher be designated the one to administer corporal punishment?	72	45	76	48	12	7	160	100
4. Should the parent be notified that corporal punishment will be administered?	113	71	37	23	10	6	160	100
5. Should the parent be requested to give permission for the administering of corporal punishment?	83	52	67	42	10	6	160	100
6. Should the parent be allowed to administer corporal punishment in the classroom?	44	28	109	68	7	4	160	100

indicated yes; 37 or 23 per cent expressed no and 10 or 6 per cent expressed no opinion. Should the parents be requested to give permission for the administering of corporal punishment?: 83 or 52 per cent indicated yes; 67 or 42 per cent expressed no; and 10 or 6 per cent expressed no opinion. Should parents be allowed to administer corporal punishment in the classroom?: 44 or 28 per cent indicated yes; 109 or 68 per cent expressed no and 7 or 4 per cent expressed no opinion.

The teachers indicated in Table 8, by a large majority, that they favored corporal punishment and that the principal should not be the only member of the staff to administer it. They also indicated, by a small majority, that parents should be requested to give permission for the administering of corporal punishment.

Parents and their role in discipline of the school.--The teachers were requested to respond to what should be the parents' role in the discipline of the school. The first question asked if the school provided adequate information to parents. The responses were: 43 or 27 per cent indicated always; 67 or 42 per cent expressed often; 25 or 16 per cent replied seldom; 2 or 1 per cent indicated never; and 23 or 14 per cent expressed no opinion. Item two, is the P.T.A. consulted concerning disciplinary policies of the school? Twenty-six or 16 per cent indicated always; 34 or 21 per cent expressed seldom; 27 or 18 per cent felt never; and 15 or 9 per cent expressed no opinion. To the question of whether the visitation of parents is encouraged, 88 or 55 per cent indicated always; 44 or 27 per cent expressed often; 23 or 14 per cent felt seldom; 1 or 1 per cent indicated never and 4 or 3 per cent expressed no opinion. To what degree are parents invited to

TABLE 9

PARENTS AND THEIR ROLE IN THE DISCIPLINE OF THE SCHOOL:
 PARENTS ARE THE PATRONS OF THE SCHOOL. THEY PROVIDE THE CHILDREN -- THEY ARE THE TAXPAYERS.
 TO WHAT DEGREE SHOULD BE THEIR ROLE IN THE DISCIPLINE OF THE SCHOOL?

Items	Responses											
	Always		Often		Seldom		Never		No Opinion		Totals	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. The school provides adequate school information to parents	43	27	67	42	25	16	2	1	23	14	160	100
2. The PTA is consulted concerning disciplinary policies of the school	26	16	34	21	58	36	27	18	15	9	160	100
3. The visitation of parents is encouraged	88	55	44	27	23	14	1	1	4	3	160	100
4. Parents are invited to participate in disciplinary policy-making in the school	17	12	39	24	50	31	39	24	15	9	160	100
5. Parent participation on assembly programs is encouraged	30	18	49	31	49	31	19	12	13	8	160	100

participate in the disciplinary policy-making in school? Seventeen or 12 per cent expressed always; 39 or 24 per cent indicated often; 50 or 31 per cent expressed seldom; 39 or 34 per cent replied never and 15 or 9 per cent expressed no opinion.

Is parent participation on assembly programs encouraged? To this question, 30 or 18 per cent indicated always; 49 or 31 per cent expressed often; 49 or 31 per cent indicated seldom; 19 or 12 per cent indicated never and 13 or 8 per cent expressed no opinion.

In summation, Table 9 data show that parents are provided with adequate school information, that visitation of parents is encouraged by the school and that the Parent-Teacher Association is consulted concerning disciplinary policies of the school.

The student's role in discipline.--The teachers were requested to express to what degree, in their opinion, do students in their schools participate in the planning of the school activities.

The first question was constructed to ascertain the extent the school provides for and encourages student council participation. The teachers responded in the following manner: 55 or 34 per cent indicated always; 70 or 44 per cent expressed often; 24 or 15 per cent felt seldom; 5 or 3 per cent replied never; and 6 or 4 per cent expressed no opinion.

To the concern of what degree of recognition and utilization of student leadership was sponsored by the school, the responses were 46 or 29 per cent expressed always; 68 or 42 per cent replied often; 36 or 23 per cent indicated seldom; 3 or 2 per cent expressed never; and 7 or 4 per cent expressed no opinion.

TABLE 10

THE STUDENT'S ROLE IN DISCIPLINE:
STUDENT PARTICIPATION IS RECOGNIZED AMONG EDUCATORS AS A VITAL FACET OF GOOD MORALE AND DISCIPLINE
IN OUR MODERN SCHOOLS. TO WHAT DEGREE, IN YOUR SCHOOL, DOES THE STUDENT HAVE THIS OPPORTUNITY?

Items	Responses										Totals	
	Always		Often		Seldom		Never		No Opinion			
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. School provides for and encourages student council participation	55	34	70	44	24	15	5	3	6	4	160	100
2. Recognition and utilization of student leadership	46	29	68	42	36	23	3	2	7	4	160	100
3. Students assist in planning and implementation of school policies	19	12	38	24	66	41	27	17	10	6	160	100
4. Student participation in assemblies and social events encouraged	25	16	67	43	16	10			52	32	160	100
5. Academic and artistic accomplishments of students is encouraged, and given suitable recognition	59	37	65	41	24	15	3	2	9	6	160	100

Regarding students assisting in planning and implementation of school policies, 19 or 12 per cent replied always; 38 or 24 per cent indicated often; 66 or 41 per cent expressed seldom; 27 or 17 per cent replied never and 10 or 6 per cent expressed no opinion.

The degree of student participation in assemblies and social events received the following responses: 25 or 15 per cent indicated always; 67 or 43 per cent expressed often; 16 or 10 per cent replied seldom; 52 or 32 per cent expressed no opinion.

The extent of the recognition of students' academic and artistic accomplishments was expressed thusly: 59 or 37 per cent indicated always; 65 or 41 per cent expressed often; 24 or 15 per cent replied seldom; 3 or 2 per cent indicated never and 9 or 6 per cent expressed no opinion.

The teachers evidenced by their responses in Table 10 that their schools provide for and encourage student council participation and that students do assist in the planning and implementation of school policies.

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Recapitulation of the Theoretical Bases of the Study

In our society and in our schools the individual citizen is granted certain inalienable rights, among them life, liberty, and the pursuit of happiness. These three freedoms have been translated into constitutional freedoms that allow to each individual citizen the freedom to speak as he pleases and the freedom of self-improvement and self-direction. Some individuals interpret freedom to mean that they can do just as they please, whenever they please and no one should call them to task for their actions.

It is possible that freedom has been interpreted to be a license for the majority to do as they please and repression for the minority. In our democratic society, freedom of the individual must be considered along with his interaction with the members of society. A person's freedom must be defined not only in terms of the individual person but also in terms of the social structure in which the individual must live. The ultimate choice rests with the individual, but the individual must be accountable for his actions.

In our democratic society freedom is linked with responsibility. The individual has freedom to act and choose, but he must accept the responsibility and the consequences of his actions. A student has the

freedom to speak out in class or even to disrupt a class but he has the responsibility of being a member of the class. These responsibilities extend from his parents, to his classmates, his teachers and to the community and state that provide for his education. Freedom must be interwoven with responsibility. It is this combination that aids in the creation of a self-disciplined person. Glen F. Ovard, in his book entitled Administration of the Changing Secondary School, lists four definitions of discipline that apply to the student:

1. The process of directing or subordinating immediate wishes, impulses, desires or interest for the sake of an ideal or for the purpose of gaining more effective, dependable action.
2. Persistent, active, and self-directed pursuit of some selected course of action, even in the face of obstacles or distractions.
3. Direct authoritative control of pupil behavior through punishment and/or rewards.
4. Negatively, a restraint of impulses, frequently by distasteful or harmful means. A student who is self-disciplined recognizes his freedom and responsibility and is in effect defining his freedom in a self-directed pursuit of some course of action in the face of obstacles or distractions. In this process he must subordinate immediate wishes, impulses and desires for the sake of the goal or purpose for which he is striving.

Evolution of the Problem

The researcher, a Junior High School teacher has observed on many occasions the loss of teacher effort, the squandering of vital information, guidance and learning due to the problems of overt behavioral

¹Glen F. Ovard, Administration of the Changing Secondary School (New York: The Macmillan Company, 1966), pp. 331-332.

problems. The result is the loss of education to the student, and because of the loss this study was made.

Contribution to Educational Knowledge

It is hoped that the findings of this study will be of service to teachers in the following ways:

1. Assist teachers to understand the course of behavioral problems in their classes so they can select educationally appropriate measures to correct them.
2. The research will assist guidance personnel and pupil service personnel in the area of behavioral problems that need professional services.
3. Give teachers a sampling of their co-workers' opinions on discipline.
4. Improve parent, administration and teacher methods of dealing with adolescents in junior high school.
5. Assist the child in his development and adjustment to his high school and community environment.
6. Focus attention on the responses of teachers so that their colleagues will gain an insight of disciplinary problems.

Statement of the Problem

The problem involved in this research was to ascertain the nature and facets of discipline problems as reflected in the opinions of 160 teachers in four junior high schools in Jacksonville, Florida. Specifically, the aim was an endeavor to accomplish the following objectives:

1. To ascertain the degree that teachers extend themselves in order to assist students in fulfilling their psychological needs.
2. To determine the proportion of teachers who adhere to authoritative methods and those which utilize democratic methods of discipline.

3. To categorize the kinds of anti-social behavior observed.
4. To determine the types of disciplinary problems of a physical nature observed by teachers.
5. To ascertain the extent to which teachers believe comfortable physical facilities influence discipline.
6. To determine the extent to which administrators assist teachers in maintaining and improving discipline.
7. To assess teachers' feelings regarding the use of corporal punishment in the schools.
8. To determine the role teachers feel parents should play in assisting them with behavioral problems.
9. To determine the extent of student participation in assisting administrators and teachers in maintaining school approved discipline.
10. To ascertain which methods and techniques the teachers consider the most effective in solving discipline problems.
11. To arrive at warranted conclusions, implications and recommendations concerning this research.

Scope and Limitations of the Study

1. The data were derived from the subjective opinions of teachers who may or may not have been conditioned by biases.
2. The extent to which the subjects could not clearly define their own reactions in a positive and/or objective manner.

Locale and Period of the Study

This study was conducted in Jacksonville, Florida during the 1968-1969 school year.

Method of Research

The Descriptive Survey Method of research, utilizing the specific technique of the questionnaire, was used to gather the data.

Instrument

The instrument used in the study was an opinionnaire consisting of ninety-two items in ten categories.

Materials and Services

1. Permission to conduct the research was obtained from the Supervisor of Secondary Education of the Board of Public Instruction of Duval County, Florida.
2. The request to conduct the research was granted by the principals of the four junior high schools and validated by the faculty of Callahan Consolidated School of Nassau County, Florida.
3. The professional libraries of the Duval County Board of Public Instruction, the Library of the City of Atlanta and the Trevor Arnett Library of Atlanta University, Atlanta, Georgia.

Research Procedure

The procedural steps employed in conducting this research were:

1. Recognition of the problem.
2. Permission to conduct the research from thesis advisor.
3. Construction of the opinionnaire.
4. Validation of the opinionnaire.
5. Issuance of the opinionnaire to respondents.
6. Computation of data.
7. Construction of charts.
8. Reviewing of related literature pertinent to this study.
9. Validating the instrument by administering it to the faculty of the Callahan Consolidated School, Nassau County, Florida.
10. Presenting the findings, conclusions, implications and recommendations derived from the analysis and interpretation of data in the final thesis copy.

Summary of Related Literature

The statements which are listed represent a summation of the literature reviewed and found to be pertinent to this research.

1. Teachers assist their students psychologically when they recognize the individual differences at every age and when they are cognizant of the needs that students have to be loved, to be appreciated, to be admired, to be trusted, and to register success.¹ Harold W. Bernard feels that even student teachers can become more effective by seeing to it that the change from joy in the process of activity to interest in the product of activity is made very systematically.² Not understanding the psychological needs of students is one of the underlying causes of many discipline problems teachers face.
2. The type of classroom wherein the teacher is a "strict disciplinarian" is not conducive to learning attitudes and especially to levels of appreciation and understanding. Arbitrary rules and regulations are a challenge to the student to break them. If in a democratic manner, he has helped to formulate them, he is less likely to become an offender.³
3. As far-fetched as it may seem, building and equipment inadequacies are possible sources of discipline trouble. Overcrowding, improper heating, inadequate light, improper ventilation, poor acoustics, non-adjustable furniture for size, poor location of school sites, and lack of safety are relevant to various disciplinary action and should be corrected if at all possible.⁴
4. The administrator, as the responsible head of the school, has a role to play in disciplinary matters. His duties include working with the staff to formulate school

¹C. M. Fleming, Teaching: A Psychological Analysis (London: Mehuen and Company, 1968), pp. 95-113.

²Harold W. Bernard, Psychology of Learning and Teaching (New York: McGraw-Hill Book Company, Inc., 1954), pp. 242-254.

³Knute G. Larson and Melvin Karpas, Effective Secondary School Discipline (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), pp. 116-120.

⁴Ibid., pp. 116-120.

regulations, supporting the staff in enforcement of them, and maintaining a desirable environment.¹

5. The use of corporal punishment in secondary schools is questionable. Many studies indicate that the majority of superintendents favor some form of corporal punishment. Professional educators reached by questionnaires are in favor of it being carried out by an administrator. The use of some type of suspension in especially the secondary schools is clearly indicated.²
6. Since teaching and guidance are inseparable, a teacher must work with the parents. Poor scholastic work and bad behavior patterns are frequently found in the same child. If parents are worried they should let it be known to the teacher and the teacher should inform the parent of any difficulty.³
7. The amount of student participation in school management has much to do with school morale, success of school activities, and good citizenship in general. The everyday problems of schools should be dealt with realistically by students and faculty jointly.⁴
8. There is a continual dialogue being carried on between the adherents of physical force to maintain discipline and those who oppose its use. The arguments are both convincing but they do not solve the question. Whatever the causes of discipline problems in the schools there are some established orderly procedures for combating such problems. Six procedures are presented by Raymond Laurita.⁵

¹Florence H. Lee, Principles and Practices of Teaching in Secondary Schools (New York: David McKay Company, Inc., 1965), pp. 494-495.

²Knute G. Larson and Melvin Karpas, Effective Secondary School Discipline (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), pp. 116-120.

³E. J. Brown and A. T. Phelps, Managing the Classroom (New York: The Ronald Press Company, 1961), pp. 150-152.

⁴R. S. Gilchrist and W. H. Dutton, Secondary Education for American Democracy (New York: Rinehart and Company, 1957), pp. 346-348.

⁵Raymond Laurita, "Educational Leadership," Journal of the Association for Supervision and Curriculum Development, XXV, No. 1 (Washington, D. C.: October, 1968), 28-30.

9. A good disciplinarian might be defined as a teacher who uses few, if any, disciplinary measures effectively. The poor disciplinarian then might be defined as a teacher¹ who uses many disciplinary measures ineffectively.

Summary of Basic Findings

An analysis and presentation of the basic findings in this research seem to warrant the following statements which are given under the appropriate data captions.

Filling psychological needs to improve discipline - Table 1.--

In developing methods of fulfilling the psychological needs of students 95 or 59 per cent of the 160 teachers indicated that they should sacrifice a portion of their planning time. The next largest group of teachers, 93 or 58 per cent, believed regular afternoon conferences are necessary to help satisfy the psychological needs of their students. Another interesting finding was that 143 or 83 per cent of the teachers expressed a desire to promote initiative and creativity in their students.

The authoritative method of discipline - Table 2.--One of the most popular methods of discipline utilized extensively by teachers is the detention of students. Of the 160 teachers involved in this research, 63 or 39 per cent indicated this disciplinary method should seldom be used. The teachers indicated by 93 or 58 per cent that sarcasm should never be used as a classroom disciplinary technique. Disciplining students by making them write a sentence numerous times was frowned on by 84 or 53 per cent of the teachers. Another interesting indication by the teachers was that 58 or 36 per cent felt the student should never be expelled from the classroom.

The democratic method of discipline - Table 3.--Awarding students rewards and merits for good conduct was endorsed by 77 or 48 per cent of the teachers. When infractions of the rules have been committed by a student, 88 or 55 per cent indicated punishment should never be postponed until later but administered forthwith. When a student breaks the rules of the class, 61 or 38 per cent felt the injustice done to the

¹Arthur J. Prescott, "Control or Chaos in the Classroom," The Clearing House, XXXVIII, No. 4 (Teaneck, New Jersey: Fairleigh Dickinson University, December, 1963), 267.

class should be clearly explained to the offender. Withdrawing privileges of students was recommended by 78 or 49 per cent of the teachers. This disciplinary measure is especially effective in senior high schools where the students are more mature. It is interesting to note that 69 or 43 per cent of the teachers recommended that students be given opportunities for self-discipline.

Anti-social behavior - Table 4.--In this section, the teachers indicated that of all anti-social behavior observed, persistent conversation to be the most frequent, 106 or 66 per cent. Gum chewing as a disciplinary problem, was reported by 97 or 61 per cent. Seventy-four or 46 per cent indicated that students being argumentative presented a troublesome behavioral problem.

Physical disciplinary problems - Table 5.--The physical disciplinary acts of the students caused considerable damage to the school plant and equipment, resulting in additional expense to the taxpayers. Eighty-five or 53 per cent of the teachers indicated the observance of students abusing equipment as the most outstanding. The next highest physical disciplinary act was carving and drawing on desks. Seventy-five or 47 per cent reported observing this problem.

Influence of physical facilities on discipline - Table 6.--The environment and surroundings in which students participate in the activities of learning have been proved to have profound influence on the performance of students. The respondents in this research indicated that providing adequate ventilation was the most important. This is substantiated by 93 or 58 per cent of the teachers. Providing comfortable seating and proper heating and cooling follows with 92 or 58 per cent expressing their views in favor of comfortable seating and 91 or 57 per cent indicated proper heating and cooling should have high priority.

Administrators' role in discipline - Table 7.--The teachers indicated by their responses of 84 or 53 per cent that administrators seldom obtain books and materials to assist them with behavioral problems. The next three highest items were 69 or 43 per cent reported that seldom were there staff prepared suggestions on discipline, 81 or 51 per cent indicated specialists were never brought in for in-service conferences on discipline and a majority of the teachers, 97 or 61 per cent, reported administrators never arranged for inter-visitation of faculties.

Corporal punishment - Table 8.--Corporal punishment was favored by a majority of the teachers. This was expressed by 110 or 69 per cent. The teachers also felt, 125 or 78 per cent, that the principal should not be the only one to administer corporal punishment. The teachers did indicate, 113 or 71 per cent, that the parent should be notified that corporal punishment

would be dealt to the students.

Parents and their role in the discipline of the school - Table 9.--Parents are often provided with adequate school information as expressed by 67 or 42 per cent of the teachers. The teachers on the other hand reported, 58 or 36 per cent, that the Parent-Teachers Association is seldom consulted on disciplinary policies of the school. Visitation of parents should be encouraged always as indicated by 88 or 55 per cent of the teachers. Also, it should be noted that parents seldom received invitations to participate in the disciplinary policy-making of the school. This was indicated by 50 or 31 per cent of the teachers. This is questionable because on one hand 39 or 26 per cent reported never and on the other, 39 or 26 per cent reported seldom.

The student's role in discipline - Table 10.--The teachers indicated that schools should provide for and encourage student council participation in behavioral problems of the school. This was expressed by 70 or 44 per cent of the teachers. They also reported, 68 or 42 per cent, that provisions are often made for recognition and utilization of student leadership. Involvement of students in planning and implementing school policies was seldom done, as expressed by 66 or 41 per cent of the teachers. It appears that although the student council is encouraged to participate, the rank and file pupils are denied the opportunity of sharing their efforts with the staff in implementing school disciplinary problems. The teachers indicated, 67 or 42 per cent, that student participation in assemblies and social events was encouraged and 65 or 41 per cent indicated academic and artistic accomplishments of students was encouraged and given suitable public recognition.

Conclusions

The significant findings revealed in this study warrant the following basic conclusions:

1. Teachers realize, as indicated in their responses, that students need help in certain primary human needs such as being appreciated, beloved, admired, and the assurance that their efforts have met with some degree of success.
2. Democratic methods and techniques in the classroom are much better insurance than authoritative methods to the teacher in preventing disruptive class behavioral problems.
3. Modern creature comfort facilities have a profound influence in keeping school discipline problems at a minimum.
4. More administrative involvement is needed in the disciplinary problems of the school.

5. Many teachers still believe in corporal punishment as a cure-all for school disciplinary problems.
6. Students need to become more actively involved in school planning.
7. Much more attention needs to be given to improving such physical disciplinary problems as abusing equipment, carving and drawing on desks, leaning back in chairs, losing school equipment and material, and writing on walls.

Implications

The implications derived from the findings and conclusions of this research are as follows:

1. Students' responses to the teachers filling psychological needs such as love, respect, security and success can be of great help in eliminating behavioral problems in schools.
2. The modern successful teacher utilizes the democratic methods of classroom management.
3. Anti-social behavior is a high-ranking disciplinary problem in schools.
4. Physical disciplinary problems present a challenge to school personnel.
5. When modern conveniences are utilized by the school community, behavioral problems are minimized.
6. A vast chasm exists between teachers and school administrators concerning disciplinary problems.
7. The ancient form of classroom control, corporal punishment, is to remain for yet awhile with many teachers.
8. Parents need to be included in the disciplinary policy making in the schools.

Recommendations

The findings, conclusions, and implications warrant the following recommendations:

1. That teachers consider evolvement with attempting to fill the psychological needs of students.

2. That teachers utilize the democratic methods and techniques of classroom management.
3. That teachers move forward in implementing ways and means to abate all forms of anti-social behavior.
4. That teachers become involved in stemming the alarming increase in physical disciplinary problems.
5. That school boards realize that adolescent students respond favorably to comfortable pleasant surroundings. The comfort of air-conditioning, carpeting, and other modern conveniences should become musts in all schools.
6. That principals become more involved in the behavioral problems of schools.
7. That teachers work together as a group to influence state legislatures to make corporal punishment legal or that the teachers restrain from using it at all.
8. That teachers should work harder to get parents to become more involved in school policy making.
9. That not only student leaders assist in planning and implementation of school policies but also the rank and file students.
10. That those who read this research understand that these findings are restricted, four junior high schools, rather than universal. However, the scope is expanded by implication.

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VITA

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Bachelor's degree in Social Science, Bethune-Cookman College, Daytona Beach, Florida, 1954; Graduate Study, Atlanta University, Atlanta, Georgia, 1962-1969.

Experience:

Teacher of Social Studies for fourteen years, serving on the faculty of James Weldon Johnson Junior High School, Jacksonville, Duval County, Florida, 1955-1969.

Areas of Concentration:

Administration and Supervision

Personal Information:

Member of Ebenezer United Methodist Church serving as class leader and steward. Veteran of Korean War. Professional organizations: National Education Association, Florida Education Association, Duval Teachers Association.

APPENDIXES

APPENDIX A -- LETTER TO PRINCIPALS

2203 Myrtle Avenue
Jacksonville, Florida 32209

October 28, 1968

Dear Sir:

Presently, I am engaged in the fulfillment of a thesis requirement for a master's degree at Atlanta University, Atlanta, Georgia.

For the second chapter of my thesis, titled, "An Analysis of Teachers' Opinions Concerning Discipline In Four Junior High Schools of Jacksonville, Florida," it is required that a questionnaire be submitted to the involved respondents. The respondents will be the instructional personnel in four junior high schools of this county. I request permission to present the questionnaire to the teachers in your school. Your consideration, assistance and suggestions will be greatly appreciated.

Enclosed you will find a copy of my correspondence with the Supervisor of Secondary Education of the Duval County Board of Public Instruction, who has graciously assisted me in my request.

Very truly yours,

Robert Todd Hall

APPENDIX B -- LETTER TO THE SUPERVISOR

2203 Myrtle Avenue
Jacksonville, Florida 32209

October 28, 1968

Mr. James Johnson
Supervisor of Secondary Education
Duval County Board of Public Instruction
Jacksonville, Florida 32201

Dear Sir:

For the last six summers I have been matriculating as a student at Atlanta University, Atlanta, Georgia, in the pursuance of a master's degree in Supervision and Administration. Presently I am engaged in the fulfillment of the thesis requirement for the degree. For the second chapter of my thesis, titled "An Analysis of Teachers' Opinions Concerning Discipline In Four Junior High Schools of Jacksonville, Florida," it is required that a questionnaire be submitted to the involved respondents. The respondents will be the instructional personnel in four junior high schools of this county. I request permission to offer the questionnaire to the teachers in four junior high schools of this county.

At the completion of this project a copy of the thesis will be made available to you.

Very truly yours,

Robert Todd Hall

APPENDIX C -- LETTER TO THE TEACHERS

2203 Myrtle Avenue
Jacksonville, Florida

January 8, 1969

Dear Colleague:

I am in the process of completing my thesis for a master's degree at Atlanta University; Atlanta, Georgia. To fulfill this requirement, I must submit a questionnaire to gather information pertinent to my thesis. The title of my thesis is "An Analysis of Teachers' Responses Concerning Discipline In The Junior High School."

This letter is written requesting your assistance in this matter. Please be as objective as possible in your responses. On the completion of this research, a copy of the compilations will be sent to you.

Sincerely,

Robert T. Hall

APPENDIX D -- OPINIONNAIRE

Directions: Please place a check () in the column opposite the statement which best expresses your opinion regarding discipline in each of the categories listed below: The extent of your feelings and observations will be indicated by your check mark.

	Always	Often	Seldom	Never	No Opinion
A. Filling Psychological Needs To Improve Discipline:					
1. Should teachers sacrifice a portion of their planning time to promote a feeling of security among their students?					
2. Should teachers arrange for regular afternoon conferences for their students?					
3. Should teachers make home visitations concerning discipline problems?					
4. Should teachers inquire of parents as to eccentricities of students?					
5. Should teachers apologize to students in case of a disciplinary error?					
6. Should teachers assist students in seeking independence for themselves?					
7. Should teachers listen to a student's problem?					
8. Should teachers commend students for good conduct and achievements?					
9. Should teachers seek ways to promote initiative and creativity in students?					
10. Should teachers seek ways to enculturate the culturally deprived?					

No
Always Often Seldom Never Opinion

B. The Authoritative Methods of Discipline:

1. Discipline the culprit by making him stand in a corner.
2. When the culprit cannot be identified punish the class.
3. Discipline the student by detention.
4. Use sarcasm
5. Discipline the student by making him write a sentence numerous times
6. Discipline by name calling
7. Immediately send the student to the discipline officer in the school
8. Spank the culprit
9. Expel the student from classroom
10. Pinch or pull the ear of culprit.

C. The Democratic Method of Discipline:

1. Use rewards and merits for good conduct
2. Consult students as to type of punishment to be administered
3. Create punishment to fit the crime
4. Punishment is postponed until later

No
Always Often Seldom Never Opinion

5. Hold conference with the culprit
 6. The class decides the punishment of its members
 7. Point out the injustice done to the class by the offender
 8. Privileges of the student are withdrawn
 9. Present the students with opportunities for self discipline
- D. Anti-Social Behavior:
1. Persistent conversation
 2. Gum chewing
 3. Passing notes
 4. Wise cracking
 5. Cheating
 6. Teasing
 7. Cat calling
 8. Impertinence
 9. Offensive language
 10. Argumentative
 11. Impudence to teachers and administrators
 12. Telling falsehoods
 13. Yelling in hallways
 14. Males molesting female members of class

No
Always Often Seldom Never Opinion

15. Resent of control

16. Bullying

17. Fighting

18. Stealing

19. Extreme fads

20. Making faces

E. Physical Disciplinary Problems:

1. Throwing objects

2. Striking classmates

3. Smoking

4. Abusing equipment

5. Loss of school equipment
and materials

6. Carving and drawing on
desk

7. Writing on walls

8. Breaking windows

9. Dismantling chairs
and desks

10. Leaning back in chairs

F. Influence of Physical Facilities on Discipline:

1. Custodian cleanliness

2. Adequate ventilation
provided

3. Adequate seating space
provided

No
Always Often Seldom Never Opinion

4. Adequate light control provided
 5. Adequate lighting provided
 6. Comfortable seating for students
 7. Proper heating and cooling provided
 8. Adequate recreational areas provided
 9. Adequate recreational equipment provided
 10. Cafeteria conducive for acceptable dining etiquette
- G. Administrator's Role in Discipline:
1. Obtain books and materials for teachers on discipline
 2. Principal prepared suggestions on discipline
 3. Staff prepared suggestions on discipline
 4. Specialists brought in for in-service conferences on discipline
 5. Administrators provide for visits to superior schools
 6. Teachers, counselors and administrators conferences involving problems of different students
 7. Class periods are free from office interruptions

Yes No No Opinion

H. Corporal Punishment:

1. Do you favor corporal punishment?
2. Should the principal solely be the person to administer corporal punishment?
3. Should the teacher be designated the one to administer corporal punishment?
4. Should the parent be notified that corporal punishment will be administered?
5. Should the parent be requested to give permission for the administering of corporal punishment?
6. Should the parent be allowed to administer corporal punishment in the classroom?

Always Often Seldom Never No Opinion

I. Parents and Their Role in the Discipline of the School:

1. The school provides adequate school information to parents
2. The PTA is consulted concerning disciplinary policies of the school
3. The visitation of parents is encouraged
4. Parents are invited to participate in disciplinary policy-making in the school

No
Always Often Seldom Never Opinion

5. Parent participation on assembly programs is encouraged

J. The Student's Role in Discipline:

1. School provides for and encourages student council participation
2. Recognition and utilization of student leadership
3. Students assist in planning and implementation of school policies
4. Student participation in assemblies and social events encouraged
5. Academic and artistic accomplishments of students is encouraged, and given suitable public recognition